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ABSTRACT

This document is an internal proposal for the Intravisitation Program, to be added to the Fordham Advocacy Community Organizer Teacher Training Program. The underlying rationale for the program is that observation of creative and well-planned lessons would be of invaluable service to trainees. The intravisitation schedule would evolve after informal discussion among team leaders, cooperating teachers, and other participants in the program. From this group, a planning committee for each host school should be selected and given responsibility for determination of curriculum sequence and schedules. The plan then calls for the determination of lesson procedures. Lessons taught by teacher interns are to be prepared and subsequently discussed with team leaders, cooperating teachers, and principals. Copies of plans should then be distributed to participant observers. Every lesson should be discussed at the end of each demonstration by all observers, with the lesson teacher serving as discussion leader. After informal conferences with the teacher intern, the team leader should prepare a review of the lesson. This review, together with the lesson plan, can be used to assess intern competency in cognitive understanding and teaching behavior. The lesson plans should be compiled in a booklet to be used by per diem teachers, by new teachers, and as a means of modifying instructional activities at the university level. (HMD)

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A Proposed Fordham Fact - Host School Intravisitation Program Based On A Report and Suggestions by Mr. Kenneth Sweeney at the Fordham University Team Meeting of December 15, 1971 at 12 noon

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-- Margaret Hardison, Program Developer Specialist

Introduction

Mr. Kenneth Sweeney reported on a creative and well-planned lesson in the area of mathematics, which had been taught by a member of his team at P.S. 148, one Miss Cynthia Whitmore. The lesson, it was stated, was so well appreciated by the participants and by the observers, that Mr. Sweeney indicated a desire for such an experience be structured in such a manner so as to further facilitate on the job training in teaching and learning.

Since there are, undoubtedly, many other team members in the other four school, whose creative and well-planned lessons would be of invaluable service to others in the program, based on the aforementioned rationale, the following proposal is presented for the team consideration.

The Intravisitation Proposal

The FACT Intravisitation Program should be planned early in the month of January, 1972. The FACT School Council Conference notes for January should give a detailed plan of the intravisitation schedule as it evolves after informal discussions and conferences between the

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team leaders, the teacher-interns the cooperating teachers and others participating in the FACT School Council. From this group a planning committee should be selected in each host-school. The planning committee should determine the sequence of the curriculum in which the teacher-intern might wish to demonstrate the teaching of a lesson, the or-er the grades or levels in which the various lessons may be taught, and the day and the hour of every lesson. The committee should draw up a time table and schedule of lessons, discuss these items with the principal and submit the final schedule for inclusion in the monthly Fact Council and regular school conference notes. (The earliest proposed time for this activity should be the first week in February, 1972.)

At the FACT School Council Conference around the third week in February, 1972, procedures for the lessons should be determined; lesson plan outlines should be distributed; high points to be included in the lessons should be discussed. Everyone involved should serve as resource personnel.

The FACT teacher-interns should consult files of lessons prepared by cooperating teachers, intern-teacher plans prepared in classes at Fordham University, plan books of team leaders, planning sections outlined in Getting Started In The Elementary (Secondary) Schools, New York City Board of Education, Lesson Plans in Black History, United Federation of Teachers, Lesson Pland in Puerto Rican History, United Federation of Teachers and videotaped lesson plans from P.S. 85.

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Lesson plans should be prepared and discussed with team leaders, cooperating teachers, et al. All consultation should include the principals.

The plans should be mimeographed and shortly before the Intravisitation, the plans should be distributed by the teacher-intern who is to give the lesson. The teacher-prepared materials which provide an opportunity to the pupils for summary, reenforcement of learnings and for subsequent inclusion in the Intravisitation booklet should be kept.

The lessons should be scheduled at a time convenient to the principal's operation of the host school, including the time interested teacher-interns may be released to visit a given school holding a demonstration on a specific day and at a specific time and the deployment of staff.

Every lesson should be discussed at the end of each demonstration by all observers. (Sometimes later, it would be interesting to know the student(s) reaction to the lesson.)

The teacher of the lesson should serve as the chairman of the "After the lesson discussion group." The group should discuss the aim or objective, motivation, use of objective aids, the rationale for the specific use of his/her voice, quality of questions, the extent of pupil participation, the instructional activities, resourcefulness, insight and skill as to how the lesson was developed, why and in what manner adaptations were made in the lesson or why the demonstrator-teacher deviated from the original plan.

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Observing teacher-interns may indicate ways in which some of the observed techniques may be adapted for his/her needs for their own pupils. Supervisors and observers may discover ways in which they may develop teaching materials for future use in the classroom or uncover materials to be requisitioned for enriching learning. The exchange of ideas and the sharing of techniques should take place on a high professional level.

The team leaders should prepare their reviews of the lessons after having held informal conferences with the teacher-intern. Copies of these reviews should be stapled to the teacher-intern's original plan, mimeographed lessons plans, teacher-prepared materials and placed in the intern-teacher's file On occassions of visitors to the school, the materials may be removed from the teacher-intern's file and discussed as one means to show teacher-intern in-service growth. These materials may be used as one means of assessing teacher-intern competency in three areas.

1. Knowledge criteria which are used to assess the cognitive understanding.
2. Performance criteria which are used to assess the teaching behaviors, and
3. Product criteria which are used to assess the teacher-intern's ability to teach by examining the achievement of the pupils taught.

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The lesson plans and teacher-prepared materials should be collated and assembled in booklet form. These booklets should be distributed among the teacher-interns, team leaders, cooperating teachers, host principals and Fordham FACT Faculty. The booklets may be used by per diem teachers by other new teachers and as one means of modifying instructional activities at the university level.

The administrative details necessary in pre-planning, planning for, and implementing the proposed Intravisitation Program presents a challenge - logistically and creatively for the improvement of the learning-teaching component of the FACT Program.

It is proposed that this Intravisitation Program be seen as an on-going aspect of the FACT Program. It is hoped that many other concomitant values that accrue as outgrowths of the proposed Intravisitation Program will be made evident should the program be accepted and be implemented by our team.

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